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ABSTRACT

A training program, for first through eighth grade teachers, was developed to increase their knowledge, skill, and application of behavior management techniques to use with regular and special education students. The program was designed to maximize teacher dialogue in a supportive climate to increase participants' understanding of the complexity of the professional relationships involved in successful behavior management. A model was created which required ongoing input, dialogue, peer coaching, and observation related to the implementation of behavior management strategies. Instructional materials were selected to stimulate critical analysis of strategies. This approach resulted in the identification of techniques matching the teachers' styles. Lecture and activity sessions provided: a conceptual understanding of behavior management systems; techniques for describing, defining, and monitoring behavior; responses to specific problems and strategies for dealing with them; and, teacher self-assessment and observational strategies for evaluating implemented techniques. Teachers learned to observe and coach each other, providing one another with information relative to the specific behavior management strategy being employed. A post-program evaluation form used by participants is appended with an item analysis of results. (JD)

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A Staff Development Program:

Behavior Management Issues in Mainstreaming

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The Lura A. White School in central Massachusetts is staffed by approximately forty-five administrative and educational personnel. In grades one through eight there are four hundred and fifty students. Based on staff development surveys, it was determined that the prioriy area for training was increased knowledge, skill and application of behavior management techniques to use with regular and special education youngsters.

The staff development convener contacted a college faculty member from the Special Education Department at Fitchburg State College, the local state college. They met to analyze the results of the surveys.

It was important to the designers of the program to maximize teacher dialogue to create a supportive, respectful, positive organizational climate in order to increase participants' understanding of the complexity of the professional relationships involved in successful behavior management. This was critical because the educational staff participating in the program represented regular classroom teachers, special educators, Chapter I teachers, tutors, aides and administrators. This population also represented both female and male personnel. The task was to create a model which required ongoing imput, dialogue, peer coaching and observation related to the implementation of behavior management strategies which teachers selected to match their

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individual teaching styles.

For the reasons previously described, it was important to minimize lecture imput and maximize teacher interaction. Audio-video materials, transcripts and various booklets, which could be easily read and digested by the teacher, were selected to stimulate critical analysis of strategies. This approach would result in the identification of techniques matching individual teachers' styles. It was with these ideas in mind that the program was designed.

The staff development program carried with it three professional development graduate credits accrued through Fitchburg State College. The program was recommended for funding by the Regional Office of the Sate Department of Education. The funds were granted through the Commonwealth Inservice Institute.

The consultant, the staff development convener and the fifteen participants met weekly from 2:30 p.m. to 5:00 p.m. for fourteen sessions over a seventeen week period.

A pre-test was administered to all participants at the beginning of the first session. Following the pre-test, the goals of the course and the methods to be utilized, as well as the course requirements, were reviewed. The requirements included: 1) completion of the post-test assessment instrument, 2) maintenance of a log including notes on media materials and personal

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learning reactions to each session, 3) participation in workshop activities, 4) work as a member of feedback team, 5) completion of a 2-3 page typewritten report on personal learning outcomes, including content presented in literary and media materials and behavioral changes made in the classroom.

Lecture and activity sessions provided: a conceptual understanding for behavior management systems; techniques for describing, defining and monitoring behavior; responses to specific problems and strategies for dealing with them; and, teacher self-assessment and observational strategies for evaluating implemented techniques.

The college consultant and the staff development convener modeled the team facilitating behaviors including the use of "I" statements and personal disclosure. By the third week this style of open, supportive, disclosing interchange became the norm of group interaction. By the ninth week teachers were willing to observe and coach each other in their various teaching environments, providing one another with observed information relative to the specific behavior management strategy being employed. The model used for this information sharing was the Clinical Supervision Model. At this point it was evident that all participants were experiencing success in use of selected behavior management techniques. Long term change produced by the use of structured

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behavior management techniques was observable to non-participants and administration. Selected techniques were being modified as student behavior changed. The theory was being practiced in the form of technique modification and enhancement. It was also at this point that parents became inquisitive about the selected motivational strategies being employed at school. They were seeing effects at home.

Following is the post-test instument which is divided into six sections. The cover page of the instrument describes the area being evaluated in each section and provides the reader with a description of the program structure and identified materials utilized. Some of the items on the evaluation instrument come directly from purchased materials.

The item analysis report indicates that the participants gained knowledge about the theoretical framework for beahvior management techniques and that they practiced techniques compatable with their own teaching styles which they intend to continue to use in their interaction with students. Also reported was the effectiveness of the program structure. No changes were recommended if the program were to be implemented again, with the exception of a longer period of time to use the Clinical Supervision Model employed in the peer coaching component. This response indicates the power of the structured

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supportive peer relationships and their need within the school setting.

This program appears to have merit as a model for staff development. Continued study and description of various models employed in school systems of comparable size is needed in the literature.

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CLASSROOM AND SCHOOL BEHAVIOR MANAGEMENT TECHNIQUES

A STAFF DEVELOPMENT PROGRAM EVALUATION

This evaluation instrument contains six sections. You are encouraged to review the range of items in each section to gain an overview of the information being sought prior to responding to individual items.

Section	Items	Type of Response	Area of Evaluation
1	1-13	rating True= 1	1-23 Pre-test
	14-59	False=2	1-59 Content
2	60-72	rating	Self reported use of behavior management techniques
3	73-90	rating	Materials
4	91-103	rating	Program structure
5	104-113	rating	Facilitation process
6	114-122	open ended	Recommendations

* True items = 1

False items = 2

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CLASSROOM AND SCHOOL BEHAVIOR MANAGEMENT TECHNIQUES

A STAFF DEVELOPMENT PROGRAM

Section 1 - Content

Respond to each of the following items:

1. A student's inability to discipline him/herself affects his/her academic performance in various subject areas.

   strongly agree 1 2 3 4 strongly disagree

2. I see behavior management as a broader issue than discipline.

   strongly agree 1 2 3 4 strongly disagree

3. I am presently using behavior modificiation techniques in my classroom for all students.

   strongly agree 1 2 3 4 strongly disagree

4. I frequently use (5 times per day) positive reinforcement techniques to motivate my students.

   strongly agree 1 2 3 4 strongly disagree

5. Punishment is avoided at all cost in my classroom.

   strongly agree 1 2 3 4 strongly disagree

6. A teacher's style of behavior management does have impact on a student's academic performance.

   strongly agree 1 2 3 4 strongly disagree

7. Behavior management gives me a way to punish students.

   strongly agree 1 2 3 4 strongly disagree

8. Other teachers influence the amount of control I have in my classroom.

   strongly agree 1 2 3 4 strongly disagree

9. Administrators' attitudes toward discipline affect the behaviors I require of students in my class.

   strongly agree 1 2 3 4 strongly disagree

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10. Parents are a significant positive force in motivating student performance.

strongly agree 1 2 3 4 strongly disagree

11. I frequently (2 or 3 times per week) talk with other teachers about behavior management techniques which work well in my classroom.

strongly agree 1 2 3 4 strongly disagree

12. I find that my colleagues use effective behavior management techniques.

strongly agree 1 2 3 4 strongly disagree

13. Much colleague support exists at our school relative to behavior management issues.

strongly agree 1 2 3 4 strongly disagree

True or False: 1 = T, 2 = F

__14. Increased teacher praise is always positively related to student achievement.

__15. Students in classrooms where teachers sit behind their desks for prolonged periods score as highly on achievement tests as students in classrooms where teachers are teaching more actively.

__16. Calling on students randomly leads to greater achievement than using a systematic pattern that lets each student respond.

__17. For teaching basic skills, individualized instruction is superior to teacher lecture, demonstration and drill.

__18. Devoting significant portions of class time to talking with students about their personal and social concerns results in higher achievement in basic skills.

__19. Student achievement in skill development suffers in classrooms where teachers use unemotional and close control tactics.

__20. Don't smile 'til Christmas.

__21. Asking many low level factual recall questions causes students to achieve less in basic skills.

__22. Classrooms that promote the maximum amount of student discussion and interaction produce the greatest gains in basic skills.

__23. Seating students in straight rows with eyes front and their backs to the rest of the class leads to low achievement and should be avoided.

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__24. Despite changes in curriculum and in the technology of teaching, the types of questions teachers ask students have not changed in more than half a century.

__25. Teacher expression of positive effect, both verbal and non-verbal, is related to student achievement.

__26. Higher teacher praise is associated with more positive student self-concepts.

__27. Teachers in middle social class schools use praise more than teachers in lower social class schools.

__28. When students are answering teacher's questions, high-achieving students who answer correctly are more likely to receive teacher's praise than are low-achieving students who answer correctly.

__29. High-achieving students generally receive more opportunities to respond to teacher's questions.

__30. Greater teacher criticism is associated with higher pupil anxiety.

__31. Greater teacher criticism is associated with higher student dependency.

__32. Students take more initiative in dialogue in classrooms where teachers accept student ideas more.

__33. When teachers promote increased student verbal participation in classroom activities, student achievement is higher.

__34. In small group instruction, calling on students randomly leads to greater achievement than an approach that lets each student have a chance to respond in some predictable pattern.

__35. With students of lower socioeconomic backgrounds, patterns of questioning that result in high rates of student correct responses are related to higher achievement.

__36. In the teaching of basic skills, individualized and self-paced methods are superior to teacher lecture, demonstration and drill.

__37. In group discussion that focus on basic skills, students of lower socioeconomic backgrounds achieve better when the teacher avoids amplifying and elaborating on their answers.

__38. Teachers who are effective in teaching basic reading, writing and math devote a significant portion of class time to talking with students about the personal and social concerns that the students have.

__39. The more that teachers encourage students to question, analyze, synthesize and evaluate, the less gains their students are likely to make on basic skills tests in reading and math.

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__40. When basic math and reading are being taught, student's gains will be higher when the students have opportunities to select their own goals and procedures, and to monitor their own progress toward the goals.

__41. Teachers who permit more independent student work have classes that like school better but score less well on achievement tests.

__42. Teachers who want students to stay more on-task during seatwork should devote more of the preceding time to whole class instruction.

__43. For students needing help on specific math skills, individual tutoring is more effective than additional time spent in a whole class lesson on those skills.

__44. The amount of time students spend in attending to learning tasks is strongly related to their basic skills achievement.

__45. Students achieve better in classrooms where teachers use cool, unemotional but close control tactics, rather than control involving praise or criticism.

__46. Students take more responsibility for their own work in classrooms where teachers regularly use low amounts of criticism, praise and other sanctions.

__47. When teachers handle a discipline infraction with <u>firmness</u> and <u>clarity</u>, their action is more likely to succeed in stopping the infraction and restoring student work involvement.

__48. There probably are no generic competencies that can be applied universally to whatever teaching situations come along.

__49. The effective teacher needs only to address the cognitive domain when dealing with students.

__50. Behavior is influenced by what follows it.

__51. A philosophy which states that human beings are basically good is an assumption of humanistic psychologists.

__52. Small group instruction has been shown to produce superior results in the area of basic skills as compared to large group instruction.

__53. Lotteries, behavior thermometers, and charting good behavior are all examples of contingency management.

__54. Teachers need not abandon other techniques in order to use behavior modification.

__55. Punish in public in order to set an example for the rest of the class.

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__56. Reinforcement should be as immediate as possible following a given behavior.

__57. The basic skills approach would not be applicable for content that focuses on creativity, problem solving or complex thinking.

__58. Higher teacher praise is associated with more positive student self-concepts.

__59. In the teaching of basic skills, individualized and self-paced methods are superior to teacher lecture, demonstration and drill.

Section 2 - Self reported use of behavior management techniques

As a result of participating in the staff development behavior management program:

60. I am aware of my professional expectations and rights as an educator.

strongly agree 1 2 3 4 strongly disagree

61. I am aware of the rights of students in the classroom.

strongly agree 1 2 3 4 strongly disagree

62. I have established behavioral limits for students during instructional time, independent time, and free time.

strongly agree 1 2 3 4 strongly disagree

63. I am aware of my own limitations as well as external influences which affect my ability to create an effective, productive learning environment.

strongly agree 1 2 3 4 strongly disagree

64. I am aware of the positive and negative reinforcers which support the maintenance of a safe and productive learning environment.

strongly agree 1 2 3 4 strongly disagree

65. I had sufficient opportunity to practice presented techniques as they were introduced.

strongly agree 1 2 3 4 strongly disagree

66. I had the opportunity to determine which new techniques worked best for my teaching style.

strongly agree 1 2 3 4 strongly disagree

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67. I increased my own personal repertoire of behavior management techniques.

strongly agree 1 2 3 4 strongly disagree

68. Peer observation made me more aware of my teaching behaviors.

strongly agree 1 2 3 4 strongly disagree

69. Peer observation results caused me to make specific changes in the teaching behaviors observed.

strongly agree 1 2 3 4 strongly disagree

70. Peer observation added a new dimension to my professional interaction with my colleagues.

strongly agree 1 2 3 4 strongly disagree

71. I found peer observation a positive experience.

strongly agree 1 2 3 4 strongly disagree

72. I have developed a plan to monitor and evaluate my own behavior in relation to my professional expectations.

strongly agree 1 2 3 4 strongly disagree

Section 3 - Materials

Rate the following materials in terms of the clarity of the presentation of information:

73. Humanizing the Classroom

most effective 1 2 3 4 least effective

74. Improving School Discipline

most effective 1 2 3 4 least effective

75. Positive Discipline

most effective 1 2 3 4 least effective

76. Basic Skills Instruction

most effective 1 2 3 4 least effective

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77. Pamphlet: What Is An Effective Teacher--Really?

most effective 1 2 3 4 least effective

78. Booklet: Classroom Discipline and Contingency Management

most effective 1 2 3 4 least effective

79. Book: Joining Together or Techniques in the Clinical Supervision of Teachers

most effective 1 2 3 4 least effective

80. Handouts and transcripts provided for use with each presentation

most effective 1 2 3 4 least effective

81. Format for clinical observations

most effective 1 2 3 4 least effective

Rate the following materials in terms of the clarity of the demonstration of techniques allowing for potential application:

82. Humanizing the Classroom

most effective 1 2 3 4 least effective

83. Improving School Discipline

most effective 1 2 3 4 least effective

84. Positive Discipline

most effective 1 2 3 4 least effective

85. Basic Skills Instruction

most effective 1 2 3 4 least effective

86. Pamphlet: What Is An Effective Teacher--Really?

most effective 1 2 3 4 least effective

87. Booklet: Classroom Discipline and Contingency Management

most effective 1 2 3 4 least effective

88. Book: Joining Together or Techniques in the Clinical Supervision of Teachers

most effective 1 2 3 4 least effective

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89. Handouts and transcripts provided for use with each presentation

most effective 1 2 3 4 least effective

90. Format for clinical observations

most effective 1 2 3 4 least effective

Section 4 - Program structure

During the program, a combination of methods was used to present information, to develop understanding and knowledge, and opportunities to respond to content. Lecture, media presentations, group activities and discussion were the methods used. Rate the effectiveness of each method as you experienced them.

		most effective				least effective
91.	Mini-lectures	1	2	3	4	
92.	Handouts	1	2	3	4	
93.	Media presentations	1	2	3	4	
94.	Group activities	1	2	3	4	
95.	Discussion	1	2	3	4	
96.	Assignments	1	2	3	4	

97. After having evaluated each of these methods, make a judgment about the overall effectiveness of the combination of methods.

most effective 1 2 3 4 least effective

How effective were the following in helping you formulate your personal behavior management approach?

		most effective				least effective
98.	Weekly journal entries	1	2	3	4	
99.	Clinical observations	1	2	3	4	
100.	Assignments	1	2	3	4	
101.	Weekly discussions	1	2	3	4	

102. The 11-week program attempted to cover too much material.

most effective 1 2 3 4 least effective

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103. Not enough material was covered in the 11-week program.

most effective 1 2 3 4 least effective

Section 5 - Facilitation process

104. Facilitators encouraged all group members to participate in discussions.

most effective 1 2 3 4 least effective

105. Facilitators were comfortable dealing with the topic of behavior management.

most effective 1 2 3 4 least effective

106. Facilitators behaved as equals sharing their thoughts and feelings on topics discussed.

most effective 1 2 3 4 least effective

107. Facilitators were prepared to facilitate discussion on weekly topics.

most effective 1 2 3 4 least effective

108. Facilitators encouraged group members to present and discuss conflicting points of view.

most effective 1 2 3 4 least effective

109. Facilitators were non-judgmental in their interaction with group members.

most effective 1 2 3 4 least effective

110. Facilitators were helpful in leading and managing communication during discussion sessions.

most effective 1 2 3 4 least effective

111. There was a high trust level among the members of our group.

most effective 1 2 3 4 least effective

112. Facilitators were interested in hearing from all group members.

most effective 1 2 3 4 least effective

113. Facilitators did not dominate group discussion.

most effective 1 2 3 4 least effective

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114. Various techniques were utilized by facilitators to involve members in the examination of specific topics in group discussions.

most effective 1 2 3 4 least effective

Section 6 - Recommendations

115. School administrators encouraged me and were enthusiastic about my participation in this program.

Yes ____ No ____

Comment:

116. I would be interested in participating in another staff development program such as this if the title and description addressed my professional goals.

Yes ____ No ____

Comment:

117. I would encourage a colleague to participate in the Behavior Management Staff Development Course.

Yes ____ No ____

Comment:

118. Did participation in this program provide you with a meaningful opportunity to "talk shop" with your colleagues?

Yes ____ No ____

Comment:

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119. What did you enjoy most about the program?

120. What changes would you recommend if this program were offered again?

121. What topics would you suggest if another such program were offered?

122. Would you be interested in participating in a course designed to improve communication and interaction among parents, administrators, supervisors, and students?

Yes ____ No ____

Comment:

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ITEM ANALYSIS REPORTED:

Items #1-13 MEANS rated: 1-strongly agree to 4-strongly disagree
Items #60-114 MEANS rated: 1-strongly agree to 4-strongly disagree
Items #14-59 PERCENTAGE MEANS rated: 1-true, 2-false with correct response indicated in box
Items #115-118 PERCENTAGE MEANS rated: 1-yes, 2-no

1. 1.0
2. 1.1
3. 2.2
4. 1.3
5. 1.0
6. 1.0
7. 1.6
8. 2.7
9. 2.4
10. 1.6
11. 1.7
12. 1.5
13. 1.7
14. 1=33.3 2=66.6 (2)
15. 1=0 2=100. (2)
16. 1=0 2=100. (2)
17. 1=0 2=100. (2)
18. 1=0 2=100. (2)
19. 1=20. 2=80. (2)
20 1=0 2=100.
21. 1=27. 2=73. (2)
22. 1=13. 2=87. (2)
23. 1=0 2=100.(2)
24. 1=60. 2=26. (1)
25. 1=93.4 2=6.6 (2)
26. 1=80. 2=20. (1)
27. 1=27. 2=73. (2)
28. 1=46. 2=54. (1)
29. 1=80. 2=13. (1)
30. 1=100. 2=0 (1)
31. 1=87. 2=13. (1)
32. 1=100. 2=0 (1)
33. 1=54. 2=46. (2)
34. 1=0 2=100.(2)
35. 1=93.4 2=6.6 (1)
36. 1=0 2=100.(2)
37. 1=73. 2=27. (1)
38. 1=0 2=93. (2)
39. 1=40. 2=60. (1)
40. 1=40. 2=87. (2)
41. 1=46. 2=54. (1)
42. 1=87. 2=13. (1)
43. 1=87. 2=13. (2)
44. 1=100. 2=0 (1)
45. 1=46. 2=54. (1)
46. 1=54. 2=46. (1)
47. 1=100. 2=0 (1)
48. 1=66.6 2=33.3(1)
49. 1=0 2=100.(2)
50. 1=100. 2=0 (1)
51. 1=100. 2=0 (1)
52. 1=6.6 2=93.4(2)
53. 1=100. 2=0 (1)
54. 1=100. 2=0 (1)
55. 1=0 2=100. (2)
56. 1=100. 2=0 (1)
57. 1=87. 2=13 (1)
58. 1=87. 2=13. (1)
59. 1=0 2=100. (2)
60. 1.5
61. 1.5
62. 1.2
63. 1.2
64. 1.2
65. 2
66. 1.7
67. 1.4
68. 1.9
69. 2.1
70. 1.7
71. 1.3
72. 1.7
73. 1.1
74. 1.4
75. 1.4
76. 1.2
77. 1.2
78. 1.5
79. 1.9
80. 1.1
81. 1.6
82. 1.6
83. 1.5
84. 1.9
85. 1.5
86. 1.1
87. 1.5
88. 1.8
89. 1.3
90. 1.5
91. 1.3
92. 1.1
93. 1.7
94. 1.6
95. 1.5

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96. 2

97. 1.4

98. 1.7

99. 1.8

100. 1.5

101. 1.4

102. 2 4

103. 2.4

104. 1.1

105. 1.1

106. 1.1

107. 1.1

108. 1.2

109 1.2

110. 1.1

111 1.1

112. 1

113. 1.3

114. 1.6

115. 1=26
2=60

116. 1=80
2=20

117. 1=87
2-13

118. 1=0
2=100

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